

A STUDY TO DETERMINE THE GROWTH IN MORAL DEVELOPMENT OF  
STUDENTS PARTICIPATING IN DEXFIELD HIGH SCHOOL'S  
1979-80 FALL PEER HELPER PROGRAM

An abstract of a Field Report by  
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December 1980  
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The purpose of this study was to determine whether or not Dexfield students participating in the peer helper course of instruction experienced moral development growth as measured by Rest's Defining Issues Test. Students in the peer helper class were matched to a control group from Dexfield High School according to: age, grade in school, IQ, cumulative grade point average, and sex. The peer helper class and the control group were administered the Defining Issues Test (all six stories) during the first ten school days in the fall of 1979 and again within ten school days of the completion of the one semester course of study. A t-test of P scores obtained from the Defining Issues Test showed that the peer class did not experience greater growth in moral development (at the .05 level of significance) than the control group.

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A Field Report  
Presented to  
The School of Graduate Studies  
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In Partial Fulfillment  
of the Requirements for the Degree  
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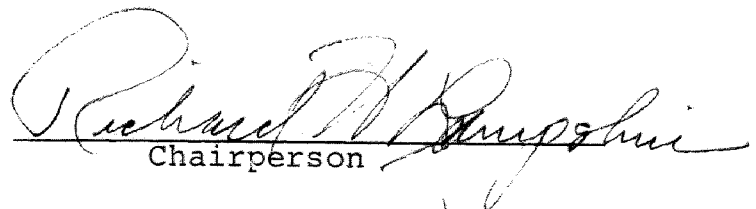
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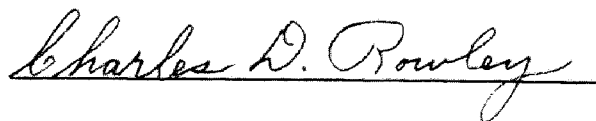
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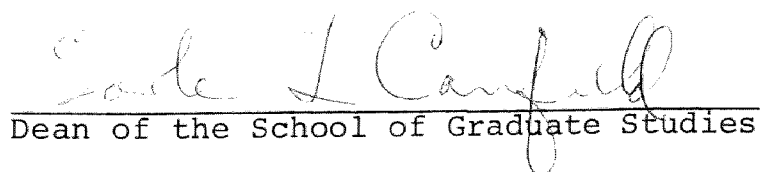
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## Chapter 1

### INTRODUCTION

Chapter One establishes the framework for the study. This background information is presented under the headings of (1) introduction and rationale, (2) statement of the problem, (3) clarification of terms, and (4) assumptions.

#### Introduction and Rationale

One of the most powerful influences on secondary school students today is peer pressure. What the significant others in one's life think often becomes the key factor in determining a student's behavior. The question of what is morally right or wrong is either ignored or overshadowed. This corresponds to Kohlberg's third stage of moral development--the interpersonal concordance or the what will others think orientation to moral reasoning.

The effect of peer pressure is one reason the Iowa Department of Public Instruction researched and implemented a peer helper program in 1976. The thrust of the program is to: help make the students more aware of their own feelings, thoughts and perceptions; improve their ability to listen actively and understand how others feel, think and perceive; and develop skills which will enable them to communicate more effectively with others. Once such a

program establishes a foothold in a school, it is felt that there will be a nucleus of students who can have a very positive effect on their peers due to the increased awareness and communicative skills they've developed in the peer helper program.

Dr. James R. Rest, author of the Defining Issues Test, referring to the relationship between schooling and moral education, has said that:

...development in moral judgment seems to advance dramatically as long as a person is in school, and at whatever point the person stops his education, his moral judgment score tends to stabilize.<sup>1</sup>

According to John Dewey, the aim of education is growth or development, both intellectual and moral. Most high schools including Dexfield have in their goals or purposes statements which refer to the importance of moral education. Three of the goals adopted by the Dexfield Board of Education seem to establish moral education as a vital aspect of the school system. These are: develop good character and self-respect; learn to respect and get along with people with whom we work and live; and learn to be a good citizen.

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<sup>1</sup>James R. Rest, "Moral Judgment Related to Sample Characteristics, Final Report to the National Institute of Mental Health, Grant #8703 MH 24988, 'Developing an Objective Test of Moral Judgment' Appendix A" (Minneapolis: University of Minnesota College of Education, 1976), p. 10. (Mimeographed.)

Awareness of the rights and principles of justice is fundamental to the constitution of the United States.

Kohlberg has written that:

When moral education is recognized as centered in justice and differentiated from value education or affective education, it becomes apparent that moral and civic education are much the same thing.<sup>1</sup>

Moral education and moral development are, therefore, very fundamental and important concerns of the Dexfield School System. How does a school attack the problem or issue of providing for the moral development of its students? Many programs have been implemented throughout the country to foster moral development.

Concerning the necessary ingredients to accommodate the moral development of students, Hersh and Paolitto state:

The stimulation of moral development requires that the teacher create the conditions for specific modes of classroom interaction...the teacher ...must be concerned with four types of interaction: (1) student dialogue with self, (2) student dialogue with other students, (3) student dialogue with teacher, and (4) teacher dialogue with self. Ultimately the interaction-dialogue process is intended to stimulate student reflection on one's own thinking process. It is the student's dialogue with self that creates internal cognitive conflict. The need to resolve such conflict eventually results in development.<sup>2</sup>

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<sup>1</sup>Lawrence Kohlberg, "The Cognitive-Developmental Approach to Moral Education," Phi Delta Kappan, June, 1975, p. 674.

<sup>2</sup>Richard H. Hersh and Diana Pritchard Paolitto, "Moral Development: Implications for Pedagogy," The Education Digest, January, 1977, pp. 13-14.



Since these types of interactions necessary for the stimulation of moral development appear to be an integral part of peer helper programs, and because moral development is a goal of the Dexfield Schools, this study was conducted as a partial evaluation of the peer helper program.

Peer helper status should increase the student's communicative skills and enhance his/her self-concept. This has occurred according to the overwhelming response of other schools in the state which have implemented the D.P.I.'s peer helper program, but, would it also cause a growth in moral development?

Dexfield's peer helper class, a one semester course of instruction, was first implemented in August 1979. Sophomores, juniors and seniors had the opportunity to choose this class as an elective. Peer helper counts as a credit toward graduation; however, a student must carry a full academic load in addition to this class. The co-facilitators of the program were experienced educators who underwent an intensive one week workshop sponsored by the D.P.I. and conducted by Dr. Barbara B. Varenhorst of Palo Alto, California, in preparation for teaching the peer helper class.

#### Statement of the Problem

The purpose of this study was to determine whether or not Dexfield students participating in the peer helper

class experienced moral development growth as measured by Rest's Defining Issues Test (hereafter referred to as the D.I.T.).

The questions this study attempted to answer were:

1. What were the levels of moral development as measured by the D.I.T. administered within the first ten school days for both the control group and the peer helper class?
2. What were the levels of moral development of the students as measured by the D.I.T. administered within two weeks of the end of the semester?
3. Was there a change in either or both groups' P score?
4. If the peer helper class experienced an increased P score, was this growth significantly greater at the .05 level than the growth experienced by the control group? Stated algebraically in the null,  $H_0: \bar{D} = 0$ ; then  $H_1: \bar{D} > 0$ .

#### Clarification of Terms

Moral stages: Lawrence Kohlberg redefined and validated through longitudinal and cross cultural studies the levels and stages of moral development as they pertain to moral judgments. He built on the work of John Dewey and Jean Piaget. A description of the stages is offered in Chapter Two.

Moral judgment: Moral reasoning--it is not the same as moral action. Mature moral judgment is a necessary but not sufficient condition for mature moral action. However, it is "the single most important or influential factor yet discovered in moral behavior."<sup>1</sup>

Moral development: The movement through moral stages toward principled moral thinking.

The Defining Issues Test (D.I.T.): Developed by Dr. James R. Rest as an objective instrument to assess moral judgment. (Any evaluation instrument used to assess moral judgment attempts to identify the basic conceptual frameworks by which a subject analyzes a social-moral problem and judges the proper course of action. Such tests do not rate a subject's worth as a person.) A copy of the D.I.T. is provided in Appendix A.

P score: The principled morality score provided by the D.I.T. It is interpreted as "the relative importance a subject gives to principled moral considerations in making a decision about moral dilemmas."<sup>2</sup> The P index, therefore, locates a subject's development in terms of the relative importance he gives to principled moral thinking.

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<sup>1</sup>Kohlberg, "The Cognitive-Developmental Approach to Moral Education," p. 672.

<sup>2</sup>James R. Rest, Revised Manual for the Defining Issues Test (Minneapolis: University of Minnesota College of Education, 1979), p. 5-2.

### Assumptions

It was assumed:

(1) that the control group approximated the experimental (peer helper) group well enough to allow for a comparison to be made based on participation in the peer helper class as the controlled for variable; and

(2) that growth in moral development can be made within a one semester period of time.

The purpose of this study which has been introduced and clarified in Chapter One was to determine whether or not Dexfield students participating in the peer helper class experienced growth in moral development as measured by Rest's Defining Issues Test. Chapter Two reviews the cognitive-developmental approach to moral development. Chapter Three contains an explanation of the methodology of research and a presentation of the data which was collected. Chapter Four provides the summary, conclusions and recommendations resulting from the study.

## Chapter 2

### REVIEW OF THE LITERATURE

The definition of "moral" for this research is restricted to the concept of justice or fairness. The cognitive-developmental theory differs from the psychoanalytic and social-learning theory views on the conditions for moral development. According to the cognitive developmental theory, morality is a product of a universal human concern for justice, for reciprocity or equality in the relation of one person to another. It's a product of empathy, of being able to see things from another person's perspective.

An adequate morality is principled--it makes judgments in terms of universal principles applicable to all people. For instance Immanuel Kant's maxim, "Choose only as you would be willing to have everyone choose in your situation."<sup>1</sup>

The cognitive-developmental approach to moral education began with the Greek philosophers. Socrates believed that the concept of justice was latent in every person, that it developed through levels, and that its development

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<sup>1</sup>Lawrence Kohlberg, "Moral Education for a Society in Moral Transition," Educational Leadership, October, 1975, p. 50.

depended upon questioning, the arousal of doubt, and social dialogue.<sup>1</sup>

John Dewey was the first to fully state the cognitive-developmental approach. It is called cognitive because it recognizes that moral education has its basis in stimulating active thinking about moral issues and decisions. The approach is called developmental because it sees the purpose of moral education as movement through moral stages. According to Dewey, development through moral levels is aided, not by indoctrination, but by supplying the conditions for movement from stage to stage. Dewey stated it this way:

The aim of education is growth or development, both intellectual and moral. Ethical and psychological principles can aid the school in the greatest of all constructions--the building of a free and powerful character. Only knowledge of the order and connection of stages in psychological development can insure this. Education is the work of supplying the conditions which will enable the psychological functions to mature in the freest and fullest manner.<sup>2</sup>

Dewey theorized three levels of moral development:

1) the pre-moral or preconventional level "of behavior motivated by biological and social impulses with results for morals," 2) the conventional level of behavior "in which the individual accepts with little critical reflection the standards of his

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<sup>1</sup>Lawrence Kohlberg, "This Special Section in Perspective," Social Education, April, 1976, p. 213.

<sup>2</sup>Lawrence Kohlberg and Richard H. Hersch, "Moral Development: A Review of the Theory," Theory into Practice, April, 1977, p. 55.

group," and 3) the autonomous level of behavior in which "conduct is guided by the individual thinking and judging for himself whether a purpose is good, and does not accept the standard of his group without reflection.<sup>1</sup>

Jean Piaget defined stages of moral reasoning in children as follows:

1) the pre-moral stage, where there was no sense of obligation to rules; 2) the heteronomous stage, where the right was literal obedience to rules and an equation of obligation with submission to power and punishment (roughly ages 4-8); and 3) the autonomous stage, where the purpose and consequences of following rules are considered and obligation is based on reciprocity and exchange (roughly ages 8-12).<sup>2</sup>

Lawrence Kohlberg redefined and attempted to validate through longitudinal and cross-cultural studies the Dewey-Piaget levels and stages of moral development as they pertain to moral judgment. A description of Kohlberg's stages follows:

I. Preconventional level

At this level, the child is responsive to cultural rules and labels of good and bad, right or wrong, but interprets these labels either in terms of the physical or the hedonistic consequences of action (punishment, reward, exchange of favors) or in terms of the physical power of those who enunciate the rules and labels. The level is divided into the following two stages:

Stage 1: The punishment-and-obedience orientation. The physical consequences of action determine its goodness or badness, regardless of the human

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<sup>1</sup>Lawrence Kohlberg, "The Cognitive-Developmental Approach to Moral Education," p. 670.

<sup>2</sup>Ibid.

meaning or value of these consequences. Avoidance of punishment and unquestioning deference to power are valued in their own right, not in terms of respect for an underlying moral order supported by punishment and authority (the latter being Stage 4).

Stage 2: The instrumental-relativist orientation. Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others. Human relations are viewed in terms like those of the marketplace. Elements of fairness, of reciprocity, and of equal sharing are present, but they are always interpreted in a physical, pragmatic way. Reciprocity is a matter of "you scratch my back and I'll scratch yours," not of loyalty, gratitude, or justice.

## II. Conventional level

At this level, maintaining the expectations of the individual's family, group, or nation is perceived as valuable in its own right, regardless of immediate and obvious consequences. The attitude is not only one of conformity to personal expectations and social order, but of loyalty to it, of actively maintaining, supporting, and justifying the order, and of identifying with the persons or group involved in it. At this level, there are the following two stages:

Stage 3: The interpersonal concordance or "good boy - nice girl" orientation. Good behavior is that which pleases or helps others and is approved by them. There is much conformity to stereotypical images of what is majority or "natural" behavior. Behavior is frequently judged by intention--"he means well" becomes important for the first time. One earns approval of being "nice".

Stage 4: The "law and order" orientation. There is orientation toward authority, fixed rules, and the maintenance of the social order. Right behavior consists of doing one's duty, showing respect for authority, and maintaining the given social order for its own sake.

## III. Postconventional, autonomous, or principled level

At this level, there is a clear effort to define moral values and principles that have validity and application apart from the authority of the groups or persons holding these principles and apart from the individual's own identification with these groups. This level also has two stages:

Stage 5: The social-contract, legalistic orientation, generally with utilitarian overtones.



Right action tends to be defined in terms of general individual rights and standards which have been critically examined and agreed upon by the whole society. There is a clear awareness of the relativism of personal values and opinions and a corresponding emphasis upon procedural rules for reaching consensus. Aside from what is constitutionally and democratically agreed upon, the right is a matter of personal "values" and "opinion." The result is an emphasis upon the possibility of changing law in terms of rational considerations of social utility (rather than freezing it in terms of Stage 4 "law and order"). Outside the legal realm, free agreement and contract is the binding element of obligation. This is the "official" morality of the American government and constitution.

Stage 6: The universal-ethical-principle orientation. Right is defined by the decision of conscience in accord with self-chosen ethical principles appealing to logical comprehensiveness, universality, and consistency. These principles are abstract and ethical (the Golden Rule, the categorical imperative); they are not concrete moral rules like the Ten Commandments. At heart, these are universal principles of justice, of the reciprocity and equality of human rights, and of respect for the dignity of human beings as individual persons.<sup>1</sup>

The concept of stages as used by Piaget and by Kohlberg implies the following characteristics:

1. A majority of an individual's spontaneous reasoning can be classified at a single stage (or at most two adjacent stages).
2. Movement in time is always from the individual's major stage to the next stage in sequence. Each new stage is a reconstruction or transformation of the prior stage.
3. Each stage is described in terms of formal structures of reasoning, not in terms of the content of judgments and values such structures generate.<sup>2</sup>

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<sup>1</sup>Kohlberg and Herish, "Moral Development: A Review of the Theory," pp. 54-55.

<sup>2</sup>James R. Rest, Development in Judging Moral Issues (Minneapolis: University of Minnesota Press, 1979), pp. x-xi.

James R. Rest's findings, from one hundred studies using his Defining Issues Test (D.I.T.) which tests for Kohlberg's moral stages, did contradict the simple stage structure in that some subjects had fewer than 50 percent of their responses at their major stage. Subjects often used a significant amount of reasoning from three or four stages, and some skipped stages or regressed.

However, James R. Rest's findings indicated solid support for cognitive-developmental assumptions. He summarized the data as demonstrating:

1. Moral judgment is developmental. More adequate and complex concepts of fairness develop from less adequate and simple ones.
2. The processes involved in moral judgment are cognitive.
3. While related to cognition, moral behavior is not merely the application of cognitive skills. Measures of moral judgment correlate with measures of moral attitudes, choices and behavior to an extent not accounted for by IQ or other pure cognition variables.<sup>1</sup>

Going back to the basic assumption of the cognitive-developmental approach, the question arises, why does it focus so heavily upon moral reasoning if maturity of moral reasoning is only one of the factors which determine moral behavior? Kohlberg states the following reasons:

1. Moral judgment, while only one factor in moral behavior, is the single most important or influential factor yet discovered in moral behavior.
2. While other factors influence moral behavior, moral judgment is the only distinctively moral factor in moral behavior.

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<sup>1</sup>Ibid., p. xii.

3. Moral judgment change is long-range or irreversible, a higher stage is never lost. In contrast, moral behavior as such is largely situational and reversible or "loseable" in new situations.<sup>1</sup>

Moral development depends upon intellectual development, but usually lags behind it. For example, Kohlberg estimates that over 50 percent of late adolescents and adults are capable of full formal reasoning (Piaget's third stage), but only 10 percent of these adults display principled (Stage 5 and 6) moral reasoning.<sup>2</sup>

Kohlberg states:

If logical reasoning is a necessary but not sufficient condition for mature moral judgment, mature moral judgment is a necessary but not sufficient condition for mature moral action. One cannot follow moral principles if one does not understand (or believe in) moral principles. However, one can reason in terms of principles and not live up to these principles.<sup>3</sup>

As was stated earlier, moral principles are ultimately principles of justice. Central to justice are demands of liberty, equality and reciprocity. At each higher stage, the conception of justice is reorganized. At the highest stage (Stage 6), justice would be understood as "the principles any member of a society would choose for that society if the person did not know what his or her position was to be in the society and in which he or she

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<sup>1</sup>Kohlberg, "Moral Education for a Society in Moral Transition," p. 50.

<sup>2</sup>Ibid., p. 49.

<sup>3</sup>Ibid.

might be the least advantaged."<sup>1</sup>

Decisions based on universal principles of justice are decisions on which moral beings could agree. Therefore, they are better decisions. Efforts at innovation in moral education depend upon a sense of working for a just society.

Moral development represents the changes which occur in a person's form or structure of thought. Structures of moral judgment must be distinguished from the content of moral judgment. It's not a person's choice of action which determines his moral stage, but the important question is why he chose it over other options.

With this crucial distinction between structure and content understood, the purpose of moral education should be "to stimulate people's thinking ability over time in ways which will enable them to use more adequate and complex reasoning patterns to solve moral problems."<sup>2</sup> Schools cannot ignore this challenge to help students develop higher personal definitions of justice. The most just solution is the one which takes into account the positions or rights of all the individuals involved.

The goals for civic education in the schools go hand in hand with moral education. Both are concerned with

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<sup>1</sup>Ibid., p. 50.

<sup>2</sup>Kohlberg and Herish, "Moral Development: A Review of the Theory," p. 56.

justice. Few people question the importance of civic education in our country. Kohlberg's findings indicate that "reasoning on political decisions can be classified according to moral stage and that an individual's stage on political dilemmas is at the same level as on nonpolitical moral dilemmas."<sup>1</sup> It doesn't take too thorough a look at the world situation to see that moral development should be a prime concern of parents, schools and society.

What does the research indicate can be done to increase the levels of moral reasoning of our students? Many attempts have been documented concerning intervention designed to increase moral reasoning. Some educational interventions seem capable of facilitating development, but movement is not great in any study. However, certain key elements are proposed by the cognitive-developmentalists, to stimulate growth in moral reasoning. They are: 1) exposure to the next higher stage of reasoning; 2) exposure to situations posing problems and contradictions for the person's current moral structure, leading to dissatisfaction with one's current level; and 3) an atmosphere of interchange and dialogue combining the first two conditions in which conflicting moral views are compared in an open manner.<sup>2</sup>

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<sup>1</sup>Kohlberg, "Moral Education for a Society in Moral Transition," p. 51.

<sup>2</sup>Ibid., p. 52.

In other words, the teacher must help the student to think about moral conflicts, to verbalize the reasoning he uses in solving such conflicts, and to see inconsistencies and inadequacies in his way of thinking and find ways to resolve them.<sup>1</sup>

What is being advocated is not a Baltimore Catechism approach which stresses one and only one right answer supported by blind faith. Stimulation of movement to the next stage of reasoning is not indoctrinative. The emphasis is on changing the way of reasoning rather than the particular beliefs involved. This change develops as a student is exposed to reasoning at various stages, judges the adequacy of the reasoning and judgments of others, and is encouraged to articulate a position which seems most adequate to him.

The change or development in moral reasoning is explained by Rest this way:

Existing cognitive structures change when new experiences cannot be assimilated into existing structures, thus inducing a state of cognitive conflict or disequilibrium and accommodating or changing the cognitive structures so that the new structures can assimilate the experience. The new structures are said to reintegrate the past structures into a new hierarchical organization.<sup>2</sup>

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<sup>1</sup>Kohlberg and Herish, "Moral Development: A Review of the Theory," p. 57.

<sup>2</sup>Rest, Development in Judging Moral Issues, p. 219.

Cognitive disequilibrium is induced in a subject by presenting moral arguments at higher stages of development. One needs to actively confront moral problems in order for moral judgment to develop.

Edwin Fenton, a colleague of Kohlberg's, facilitates workshops to teach teachers how to conduct group discussions on moral dilemmas. He lists four conditions essential for raising levels of reasoning: 1) establish a non-threatening atmosphere; 2) promote student-to-student interactions; 3) keep the class moving--don't approach all discussions the same way; and 4) ask a variety of questions to get at the various stages.<sup>1</sup>

Of the hundred educational interventions studied by Rest, only the Panowitsch-Balkcum study<sup>2</sup> met with statistically significant positive results. The format of their approach to raising the level of moral reasoning of college undergraduates in a one semester ethics class could have a message for other studies. First, students were acquainted with the basic ideas of several moral philosophers. Second, they applied these ideas to contemporary moral problems using peer discussion as the primary mode of classroom activity. Finally, students were asked to

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<sup>1</sup>Ronald S. Brandt, "On Moral Civic Education: An Interview with Edwin Fenton," Educational Leadership, April, 1977, p. 491.

<sup>2</sup>Rest, Development in Judging Moral Issues, p. 209.

develop what they considered to be the best line of reasoning about the problems. Thus the course gave students concentrated experience in solving complex moral dilemmas and an exposure to classical moral thinkers as well as interaction with peers.

Research into the issue of education for moral development--even though it was a concern in the days of Socrates--is a relatively new phenomenon. The cognitive-developmentalists agree that more adequate concepts of fairness develop from less adequate ones, that the processes involved in moral judgment are cognitive, and that moral behavior is not merely the application of cognitive skills. There also is agreement that certain key elements can stimulate growth in moral development. However, much study remains to be done researching the influential life experiences which will promote moral development.



## Chapter 3

### METHODOLOGY AND PRESENTATION OF DATA

Students were not randomly selected for the peer helper class--they volunteered. Therefore, developing a control group by which to isolate this class as the controlled for variable had very serious limitations. The size of the peer class (11) would also impede the adequacy of a statistical comparison. However, the pressing need for schools to formally address the moral development of their students prompted the study.

According to Dr. Rest's 1979 Revised Manual for the Defining Issues Test, education, age, and IQ have been shown to be the major correlates with moral judgment. Students in the peer helper class were matched to a control group from Dexfield High School according to: age, grade in school, IQ, cumulative grade point average, and sex. This information was obtained from each student's cumulative school record. Each member of the peer class was matched with two members of the same sex and grade with similar age, IQ, and cumulative grade point average. This was done to help ensure enough valid test responses from which to adequately draw conclusions. After considering the above-mentioned variables, when feasible, socio-economic status and extent of involvement in co-curricular activities (minimal, average, or above average), was also taken into

consideration.

The peer helper class of eleven and the control group of twenty-two were administered the Defining Issues Test (all six stories) during the first ten school days in the fall of 1979 and again within ten school days of the completion of the one semester course of study.

The Defining Issues Test was selected for the following reasons:

1. It is easily group administered during a fifty-minute period.
2. The scoring is completely objective.
3. An internal consistency check enables one to detect subjects who randomly checked responses or who did not understand directions.
4. The test yields stage scores plus a principled morality or P score.
5. According to Rest, "...no other measure of moral judgment has demonstrated such repeatedly high reliability and validity."<sup>1</sup>

Students were told that they were participating in a study to see how Dexfield students compare with others in the United States concerning their responses to questions about specific conflict situations. Their anonymous answer

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<sup>1</sup>Letter from Dr. James Rest to those interested in the D.I.T., April 1979, p. 1.

sheets would be sent to the University of Minnesota to be part of a national study.

The P score, which is interpreted as the relative importance a student gives to principled moral considerations in making a decision about moral dilemmas, was hand-scored according to scoring procedures in Rest's revised manual. (See Appendix B.) A t-test of P scores was made as the basis for group comparison.

Rest's three-part consistency check was used to help identify subjects who either did not understand the test or who did not take it seriously. Four students in the experimental group exceeded the inconsistencies recommended by Rest as being permissible. Because of the limited size of the group, the data was analyzed using these four test results. A statistical analysis without these four and their matched pairs was also made.

The test results of only one of the two students matched to each peer helper was selected for use according to which had the closer P score on the pre-test unless the other had failed to pass the consistency check. One pair was determined by the toss of a coin because the difference between P scores was identical.

Table 1 gives the stage and P scores for each student in the experimental group and the eleven selected for the control group. The matched pairs are identified by the same letter. Students A and A<sup>1</sup>, B and B<sup>1</sup>, and C and C<sup>1</sup>,

Table 1

Dexfield Community High School Student Raw Scores from  
D.I.T. Pre-Test

<u>Students</u>		<u>Score for Stages</u>						P Score
Peer Class	Control Group	2	3	4	5A	5B	6	
A		6	12	12	21	5	4	30
B		4	9	27	17	0	1	18
C		7	9	29	8	4	0	12
D		1	2	17	23	7	7	37
E		6	11	18	15	6	4	25
F		10	15	14	15	4	2	21
G		2	13	27	10	8	0	18
H		3	9	25	13	3	0	16
I		4	20	28	6	0	0	6
J		8	21	11	9	5	1	15
K		2	3	19	22	3	4	29
	A'	10	8	13	18	2	4	24
	B'	7	18	16	15	1	0	16
	C'	8	8	20	15	4	0	19
	D'	9	6	29	9	3	0	12
	E'	1	8	14	16	3	5	24
	F'	7	12	7	16	3	2	21
	G'	5	11	27	14	0	1	15
	H'	11	15	12	11	0	0	11
	I'	5	4	14	17	9	0	26
	J'	7	14	18	12	2	0	14
	K'	5	4	23	25	1	0	26

etc. were matched pairs. Seven members of the peer class had  $\bar{P}$  scores within three points of their matched pairs. Two more had  $\bar{P}$  scores within seven points of their matched pairs, and two had  $\bar{P}$  scores twenty points or more apart from  $\bar{P}$  scores of their matched pairs.

Table 2 presents the scores as collected from the post-test. The range of  $\bar{P}$  scores for the post-test was nine to thirty-seven which is very similar to the range of six to thirty-seven on the pre-test. It is noted that of the five students with the highest  $\bar{P}$  scores on the pre-test four of these had a lower  $\bar{P}$  score on the post-test.

A t-test of  $\bar{P}$  scores was made as the basis for group comparison. With the value of  $t$  for the eleven matched pairs of 1.795 ( $\alpha=.05$ ) then the hypothesis that the difference in change between the experimental (peer class) and control group is zero would be rejected. If not,  $H_0: \bar{D} = 0$  must be retained.

Using the formula  $t = \frac{d}{sd/\sqrt{N-1}}$  for the entire group,  $t$  computes to .6235. Therefore,  $H_0: \bar{D} = 0$  must be retained.

When students C, G, H, and I and their matched pairs are eliminated for failing the consistency check, the value of  $t$  computes to .4093 which is also less than the .05 level of significance. Therefore,  $H_0: \bar{D} = 0$  is once again retained.

Individual change can be studied by looking at a subject's scores at two testings. Change within a stage

Table 2

Dexfield Community High School Student Raw Scores from  
D.I.T. Post-Test

<u>Students</u>		<u>Score for Stages</u>						P Score
Peer Class	Control Group	2	3	4	5A	5B	6	
A		7	17	11	16	8	1	25
B		5	20	9	16	5	0	21
C		2	17	20	13	5	2	20
D		5	4	16	19	4	5	28
E		3	6	13	22	9	6	37
F		4	23	10	14	4	3	21
G		7	20	22	10	1	0	11
H		2	15	12	17	4	1	22
I		8	15	21	13	0	0	13
J		6	19	12	13	5	0	18
K		2	8	14	24	3	1	28
	A'	8	1	19	24	3	0	27
	B'	9	17	21	9	0	0	9
	C'	11	14	15	6	0	4	10
	D'	10	6	28	8	2	4	14
	E'	2	6	23	20	2	4	26
	F'	10	17	23	9	1	0	10
	G'	2	4	28	12	0	1	13
	H'	7	13	15	22	4	0	26
	I'	7	9	17	17	2	2	21
	J'	11	12	16	13	2	0	15
	K'	3	3	20	20	2	5	27

must exceed the estimated standard error of measurement to be significant. (Refer to Rest's revised manual, page 63 for further information on the estimated standard error of measurement.) For this purpose,  $\bar{p}$  and stage scores are converted to percentage scores from raw scores.

Tables 3 and 4 show by means of an arrow pointing up or down where change within a stage from pre- to post-test exceeded the standard error of measurement. The absence of an arrow indicates no significant movement within a particular stage. The column to the far right of both tables tells whether the change was: a gain (increase in higher stages at the expense of losses in lower stages); a loss (increased lower stages at expense of higher stages); bi-directional (gains at both ends with losses in the middle or losses at both ends with gains in the middle); or ambiguous (gains or losses in one stage without significant change in another stage).

A summary of the individual change patterns for the peer helper class finds: one gain, five losses, four bi-directional, and one ambiguous change. The control had the following change patterns: two gains, four losses, zero bi-directional, four ambiguous, and one no change. These results support Rest's arguments refuting the simple stage structure of moral development which does not allow for regression.

Table 3

Peer Helper Student Change within Particular Stages from  
Pre- to Post-Testing which Exceeded the Standard  
Error of Measurement

Student	Change in Scores within Stages			Change in P Score	Change Pattern
	2	3	4		
A		↑		↓	down
B		↑	↓		down
C	↓	↑	↓	↑	bi-directional
D	↑			↓	down
E	↓	↓	↓	↑	up
F	↓	↑	↓		bi-directional
G	↑	↑	↓	↓	down
H		↑	↓	↑	bi-directional
I	↑	↓	↓	↑	bi-directional
J	↓				ambiguous
K		↑	↓		down



Table 4

Control Group Student Change Within Particular Stages from  
Pre- to Post-Testing which Exceeded the Standard  
Error of Measurement

Student	Change in Scores within Stages			Change in P Score	Change Pattern
	2	3	4		
A'	↓	↓	↑		up
B'	↑		↑	↓	down
C'	↑	↑	↓	↓	down
D'					no change
E'			↑		ambiguous
F'	↑	↑	↑	↓	down
G'	↓	↓			ambiguous
H'	↓		↑	↑	up
I'	↑	↑	↑	↓	down
J'	↑				ambiguous
K'	↓		↓		ambiguous

## Chapter 4

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The key factors which stimulate growth in moral reasoning have been identified by researchers including Kohlberg and Rest. Now it is a matter of working on ways to enable students to most meaningfully experience these key elements. One answer to the many problems facing the world today: war, corruption, violence, etc., is to have more people in positions of responsibility and leadership who are principled thinkers, people who understand and believe in the concept of universal justice.

The purpose of this research was to evaluate the effectiveness of Dexfield's peer helper class in regard to its demonstrated ability to increase students' levels of moral development. The Defining Issues Test was administered at the beginning of the school year and again upon completion of the one semester course of instruction to assess levels of moral development. A control group was matched by student to the peer class in respect to grade in school, sex, age, IQ, and grade point average. A t-test of P scores was run to determine whether the peer class had experienced greater growth in moral development (at the .05 level of significance) than the control group. The change pattern of individual students was compiled.

The t-test showed that there was no significant progress made by the peer helper class concerning growth in moral development as compared to the control group. Students, teacher, parents and administrators at Dexfield view the peer helper class as a vital and successful program of human relations and communicative skills. However, according to the results of this study, it did not accomplish the task of moral development.

A summary of the individual change patterns for the peer helper class and the control group supports Rest's arguments which refute the simple stage structure of moral development which does not accept downward, ambiguous, or bi-directional change patterns as natural. The individual change patterns could have been further analyzed. Since there was upward growth measured in only three of twenty-two subjects, further analysis of this data would not have accomplished the purpose of this study.

Dexfield might do well to repeat this study next year to determine whether the results obtained were attributable to the particular students involved and not to the program itself. Future classes would also have the advantage of changes made as the facilitators re-evaluate course content and methods of instruction. A thorough analysis of the individual change patterns might yield enlightening results when further pre- and post-testing with the D.I.T. is employed.

The data is now available on thirty-three sophomores, juniors and seniors. The results could be compared with those of other schools throughout the country. One may also want to sample Dexfield students in two or three years and compare the groups.

Can an effective peer helper class stimulate growth in moral development? The question remains unanswered. It would be interesting to test a statewide sample from all schools who have implemented the Iowa Department of Public Instruction's peer helper program. The larger sample would give more credence to the interpretation of test results.

There is little doubt that much work remains to be done researching the influential life experiences which promote moral development and in determining what kinds of educational programs can be effective. It is not necessary to establish a new curriculum entitled moral education. The concept of justice goes hand in hand with much of the curriculum now taught--especially social studies. The task of stimulating growth in moral development is too vital an area to be left to chance. Further research is necessary which will enable educators to better identify how students can best be stimulated to higher levels of moral reasoning, to a more complete understanding of the concept of "universal justice".

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## APPENDICES



## APPENDIX A

THE DEFINING ISSUES TEST

Name \_\_\_\_\_ Class Standing \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

This questionnaire is aimed at understanding how people think about social problems. Different people often have different opinions about questions of right and wrong. There are no "right" answers in the way that there are right answers to math problems. We would like you to tell us what you think about several problem stories.

In this questionnaire you will be asked to give your opinions about several stories. Here is a story as an example.

Frank Jones has been thinking about buying a car. He is married, has two small children and earns an average income. The car he buys will be his family's only car. It will be used mostly to get to work and drive around town, but sometimes for vacation trips also. In trying to decide what car to buy, Frank Jones realized that there were a lot of questions to consider. Below there is a list of some of these questions.

If you were Frank Jones, how important would each of these questions be in deciding what car to buy?

Instructions for Part A (Sample Question)

On the left hand side check one of the spaces by each statement of a consideration. (For instance, if you think that statement #1 is not important in making a decision about buying a car, check the space on the right.)

IMPORTANCE:

Great	Much	Some	Little	No	
				X	1. Whether the car dealer was in the same block as where Frank lives.
X					2. Would a <u>used</u> car be more economical in the long run than a <u>new</u> car. (Note that a check was put in the far left space to indicate the opinion that this is an important issue in making a decision about buying a car.)
		X			3. Whether the color was green, Frank's favorite color.
				X	4. Whether the cubic inch displacement was at least 200. (Note that if you are unsure about what "cubic inch displacement" means, then mark it "no importance.")

Great	Much	Some	Little	No	
X					5. Would a large, roomy car be better than a compact car.
			X		6. Whether the front connibilies were differential. (Note that if a statement sounds like gibberish or non-sense to you, make it "no importance".)

### Instructions for Part B (Sample Question)

From the list of questions on the first page, select the most important one of the whole group. Put the number of the most important question on the top line below. Do likewise for your second, third and fourth most important choices. (Note that the top choices in this case will come from the statements that were checked on the far left-hand side--statements #2 and #5 were thought to be very important. In deciding what is the most important, a person would re-read #2 and #5, and then pick one of them as the most important, then put the other one as "second most important," and so on.)

Most Important	<u>5</u>
Second Most Important	<u>2</u>
Third Most Important	<u>3</u>
Fourth Most Important	<u>1</u>

## HEINZ AND THE DRUG

In Europe a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost to make. He paid \$200 for the radium and charged \$2000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug, and I'm going to make money from it." So Heinz got desperate and began to think about breaking into the man's store to steal the drug for his wife.

Should Heinz steal the drug? (Check one)

\_\_\_\_\_ Should steal it      \_\_\_\_\_ Can't decide      \_\_\_\_\_ Should not steal it

IMPORTANCE:

Great    Much    Some    Little    No

					1. Whether a community's laws are going to be upheld.
					2. Isn't it only natural for a loving husband to care so much for his wife that he'd steal?
					3. Is Heinz willing to risk getting shot as a burglar or going to jail for the chance that stealing the drug might help?
					4. Whether Heinz is a professional wrestler, or has considerable influence with professional wrestlers.
					5. Whether Heinz is stealing for himself or doing this solely to help someone else.
					6. Whether the druggist's right to his invention have to be respected.
					7. Whether the essence of living is more encompassing than the termination of dying, socially and individually.
					8. What values are going to be the basis for governing how people act towards each other.
					9. Whether the druggist is going to be allowed to hide behind a worthless law which only protects the rich anyhow.

IMPORTANCE (continued):

Great	Much	Some	Little	No

10. Whether the law in this case is getting in the way of the most basic claim of any member of society.

11. Whether the druggist deserves to be robbed for being so greedy and cruel.

12. Would stealing in such a case bring about more total good for the whole society or not.

From the list of questions above, select the four most important:

Most Important

Second Most Important

Third Most Important

Fourth Most Important

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## HARVARD SDS

At Harvard University a group of students, called the Students for a Democratic Society (SDS), believe that the University should not have an army ROTC Program. SDS students are against the war in Viet Nam, and the army training program helps send men to fight in Viet Nam. The SDS students demanded that Harvard end the army ROTC training program as a university course. This would mean that Harvard students could not get army training as part of their regular course work and not get credit for it towards their degree.

Agreeing with the SDS students, the Harvard professors voted to end the ROTC program as a university course. But the President of the University stated that he wanted to keep the army program on campus as a course. The SDS students felt that the President was not going to pay attention to the faculty vote or to their demands.

So, one day last April, two hundred SDS students walked into the university's administration building, and told everyone else to get out. They said they were doing this to force Harvard to get rid of the army training program as a course.

Should the students have taken over the administration building? (Check one)

\_\_\_\_\_ Yes, they should take it over \_\_\_\_\_ Can't decide  
 \_\_\_\_\_ No, they shouldn't take it over \_\_\_\_\_

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Are the students doing this to really help other people or are they doing it for kicks?
					2. Do the students have any right to take over property that doesn't belong to them?
					3. Do the students realize that they might be arrested and fined, and even expelled?
					4. Would taking over the building in the long run benefit more people to a greater extent?
					5. Whether the president stayed within the limits of his authority in ignoring the faculty vote.
					6. Will the takeover anger the public and give all students a bad name?
					7. Is taking over a building consistent with principles of justice?
					8. Would allowing one student takeover encourage many other student take-overs?
					9. Did the president bring this misunderstanding on himself by being so unreasonable and uncooperative?

Great    Much    Some    Little    No

					10. Whether running the university ought to be in the hands of a few administrators or in the hands of all the people.
					11. Are the students following principles which they believe are above the law?
					12. Whether or not university decisions ought to be respected by students.

From the list of questions above, select the four most important:

Most important \_\_\_\_\_  
 Second Most Important \_\_\_\_\_  
 Third Most Important \_\_\_\_\_  
 Fourth Most Important \_\_\_\_\_

# ESCAPED PRISONER

A man had been sentenced to prison for 10 years. After one year, however, he escaped from prison, moved to a new area of the country, and took on the name of Thompson. For 8 years he worked, and gradually he saved enough money to buy his own business. He was fair to his customers, gave his employees top wages, and gave most of his own profits to charity. Then one day, Mrs. Jones, an old neighbor, recognized him as the man who had escaped from prison 8 years before, and whom the police had been looking for.

Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison? (Check one)

\_\_\_\_\_ Should report him      \_\_\_\_\_ Can't decide      \_\_\_\_\_ Should not report him

## IMPORTANCE:

Great    Much    Some    Little    No

				1. Hasn't Mr. Thompson been good enough for such a long time to prove he isn't a bad person?
				2. Every time someone escapes punishment for a crime, doesn't that just encourage more crime?
				3. Wouldn't we be better off without prisons and the oppression of our legal systems?
				4. Has Mr. Thompson really paid his debt to society?
				5. Would society be failing what Mr. Thompson should fairly expect?
				6. What benefits would prisons be apart from society, especially for a charitable man?
				7. How could anyone be so cruel and heartless as to send Mr. Thompson to prison?
				8. Would it be fair to all the prisoners who had to serve out their full sentences if Mr. Thompson was let off?
				9. Was Mrs. Jones a good friend of Mr. Thompson?
				10. Wouldn't it be a citizen's duty to report an escaped criminal, regardless of the circumstances?
				11. How would the will of the people and the public good best be served?
				12. Would going to prison do any good for Mr. Thompson or protect anybody?

From the list of questions  
above, select the four most  
important:

Most Important  
Second Most Important  
Third Most Important  
Fourth Most Important

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# THE DOCTOR'S DILEMMA

A lady was dying of cancer which could not be cured and she had only about six months to live. She was in terrible pain, but she was so weak that a good dose of pain-killer like morphine would make her die sooner. She was delirious and almost crazy with pain, and in her calm periods, she would ask the doctor to give her enough morphine to kill her. She said that she couldn't stand the pain and that she was going to die in a few months anyway.

What should the doctor do? (Check one)

\_\_\_\_\_ He should give the lady an overdose that will make her die  
 \_\_\_\_\_ Can't decide \_\_\_\_\_ Should not give the overdose

## IMPORTANCE:

Great	Much	Some	Little	No	
					1. Whether the woman's family is in favor of giving her the overdose or not.
					2. Is the doctor obligated by the same laws as everybody else if giving her an overdose would be the same as killing her?
					3. Whether people would be much better off without society regimenting their lives and even their deaths.
					4. Whether the doctor could make it appear like an accident.
					5. Does the state have the right to force continued existence on those who don't want to live?
					6. What is the value of death prior to society's perspective on personal values?
					7. Whether the doctor has sympathy for the woman's suffering or cares more about what society might think.
					8. Is helping to end another's life ever a responsible act of cooperation?
					9. Whether only God should decide when a person's life should end.
					10. What values the doctor has set for himself in his own personal code of behavior.
					11. Can society afford to let everybody end their lives when they want to?
					12. Can society allow suicides or mercy killing and still protect the lives of individuals who want to live?

From the list of questions  
above, select the four  
most important:

Most Important  
Second Most Important  
Third Most Important  
Fourth Most Important

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## WEBSTER

Mr. Webster was the owner and manager of a gas station. He wanted to hire another mechanic to help him, but good mechanics were hard to find. The only person he found who seemed to be a good mechanic was Mr. Lee, but he was Chinese. While Mr. Webster himself didn't have anything against Orientals, he was afraid to hire Mr. Lee because many of his customers didn't like Orientals. His customers might take their business elsewhere if Mr. Lee was working in the gas station.

When Mr. Lee asked Mr. Webster if he could have the job, Mr. Webster said that he had already hired somebody else. But Mr. Webster really had not hired anybody, because he could not find anybody who was a good mechanic besides Mr. Lee.

What should Mr. Webster have done? (Check one)

\_\_\_\_\_ Should have hired Mr. Lee      \_\_\_\_\_ Can't decide      \_\_\_\_\_ Should not have hired him

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Does the owner of a business have the right to make his own business decisions or not?
					2. Whether there is a law that forbids racial discrimination in hiring for jobs.
					3. Whether Mr. Webster is prejudiced against Orientals himself or whether he means nothing personal in refusing the job.
					4. Whether hiring a good mechanic or paying attention to his customer's wishes would be best for his business.
					5. What individual differences ought to be relevant in deciding how society's roles are filled?
					6. Whether the greedy and competitive capitalistic system ought to be completely abandoned.
					7. Do a majority of people in Mr. Webster's society feel like his customers or are a majority against prejudice?
					8. Whether hiring capable men like Mr. Lee would use talents that would otherwise be lost to society.
					9. Would refusing the job to Mr. Lee be consistent with Mr. Webster's own moral beliefs?

Great   Much   Some   Little   No

					10. Could Mr. Webster be so hard-hearted as to refuse the job, knowing how much it means to Mr. Lee?
					11. Whether the Christian commandment to love your fellow man applies in this case.
					12. If someone's in need, shouldn't he be helped regardless of what you get back from him?

From the list of questions above,  
select the four most important:

Most Important \_\_\_\_\_  
 Second Most Important \_\_\_\_\_  
 Third Most Important \_\_\_\_\_  
 Fourth Most Important \_\_\_\_\_

## NEWSPAPER

Fred, a senior in high school, wanted to publish a mimeographed newspaper for students so that he could express many of his opinions. He wanted to speak out against the war in Viet Nam and to speak out against some of the school's rules, like the rule forbidding boys to wear long hair.

When Fred started his newspaper, he asked his principal for permission. The Principal said it would be all right if before every publication Fred would turn in all his articles for the principal's approval. Fred agreed and turned in several articles for approval. The principal approved all of them and Fred published two issues of the paper in the next two weeks.

But the principal had not expected that Fred's newspaper would receive so much attention. Students were so excited by the paper that they began to organize protests against the hair regulation and other school rules. Angry parents objected to Fred's opinions. They phoned the principal telling him that the newspaper was unpatriotic and should not be published. As a result of the rising excitement, the principal ordered Fred to stop publishing. He gave as a reason that Fred's activities were disruptive to the operation of the school.

Should the principal stop the newspaper? (Check one)

\_\_\_\_\_ Should stop it      \_\_\_\_\_ Can't decide      \_\_\_\_\_ Should not stop it

IMPORTANCE:

Great	Much	Some	Little	No	
					1. Is the principal more responsible to students or to the parents?
					2. Did the principal give his word that the newspaper could be published for a long time, or did he just promise to approve the newspaper one issue at a time?
					3. Would the students start protesting even more if the principal stopped the newspaper?
					4. When the welfare of the school is threatened does the principal have the right to give orders to students?
					5. Does the principal have the freedom of speech to say "no" in this case?
					6. If the principal stopped the newspaper would he be preventing full discussion of important problems?
					7. Whether the principal's order would make Fred lose faith in the principal.

Great	Much	Some	Little	No	
					8. Whether Fred was really loyal to his school and patriotic to his country.
					9. What effect would stopping the paper have on the student's education in critical thinking and judgments?
					10. Whether Fred was in any way violating the rights of others in publishing his opinions.
					11. Whether the principal should be influenced by some angry parents when it is the principal that knows best what is going on in the school.
					12. Whether Fred was using the newspaper to stir up hatred and discontent.

From the list of questions above, select the four most important:

Most Important \_\_\_\_\_  
 Second Most Important \_\_\_\_\_  
 Third Most Important \_\_\_\_\_  
 Fourth Most Important \_\_\_\_\_

## APPENDIX B

SCORING THE DEFINING ISSUES TESTStage Scores: Hand Scoring

If you are hand scoring your questionnaires, follow these steps:

1. Prepare a data sheet for each subject as follows:

Story

STAGES	2	3	4	5A	5B	6	A	M	P	Rate-Rank Inconsistencies
Heinz										
Students										
Prisoner										
Doctor										
Webster										
Newspaper										
Raw Stage Scores										
Stage Percentages										

2. Only look at first four rankings at the bottom of the test page.
3. For the item marked as "most important" consult the chart below to find out what stage the item exemplifies. For instance, if a subject's first rank on the Heinz story was Item 6, this would be a Stage 4 choice; Item 10 on the Heinz story is Stage 5A; Item 4 on the Heinz story is an "M" item (explained in Interpretation section).

Story

ITEM	1	2	3	4	5	6	7	8	9	10	11	12
Heinz	4	3	2	M	3	4	M	6	A	5A	3	5A
Students	3	4	2	5A	5A	3	6	4	3	A	5B	4
Prisoner	3	4	A	4	6	M	3	4	3	4	5A	5A
Doctor	3	4	A	2	5A	M	3	6	4	5B	4	5A
Webster	4	4	3	2	6	A	5A	5A	5B	3	4	3
Newspaper	4	4	2	4	M	5A	3	3	5B	5A	4	3

4. After finding the item's stage, weigh the choices by giving a weight of 4 to the first rank ("most important"), 3 to the second rank ("second most important"), 2 to the third rank, and 1 to the fourth rank.
5. For each first, second, third and fourth ranked item in the 6 stories, enter the appropriate weight in the stage column on the subject's DATA SHEET. For instance, in the example above where the first choice was item 6, a Stage 4 item, enter a weight of 4 on the data sheet under Stage 4 in the box of Heinz story. If the item ranked "second most important" was Item 10 (a Stage 5A item), then 3 points would be put under Stage 5A. If Item 4 were ranked third, put 2 points under M, and so on.
6. The completed table on the DATA SHEET will have 4 entries for every story and 24 entries altogether. (There can be more than one entry in a box, e.g., a first and second choice on the Heinz story at the same stage--in which case put both numbers in the box.
7. On the subject's DATA SHEET, total each stage column (e.g., for Stage 2 column, add numbers by Heinz story, Student story, Prisoner, etc. Do this also for Stage 3, 4, 5A, 5B, 6 and M).
8. To get the raw Principled morality score ("P"), add the points together from Stages 5A, 5B, and 6.
9. Convert the raw stage scores to percentages by dividing the raw scores by .6. Note that the P percent can range from 0 to 95 instead of 100 due to the fact that on 3 stories there is no fourth possible Principled item to choose.